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ABSTRACT

Answers to technical administrative questions concerning the establishment, function and administration of nursery schools and kindergartens are given. Section one describes sections of the Pennsylvania School Code related specifically to kindergartens. These are concerned with areas of establishment, length of school term, attendance requirements, admission, assignments, and certification of teachers. Section two describes facilities, equipment and materials. Section three concerns the use of paraprofessionals and related school services including hygienist, nurse, counselor, psychologist and speech therapist. Three daily schedules are also suggested. The last section discusses registration procedures, evaluation, and administrator's attitudes. It also includes a bibliography. (DJ)

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Administrators Handbook For Kindergartens

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C O N T E N T S

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A D M I N I S T R A T O R ' S H A N D B O O K
F O R K I N D E R G A R T E N

Introduction

Frequent inquiries concerning the establishment, function and administration of nursery schools and/or kindergartens have prompted the Division of Early Childhood Education to prepare this handbook. It is compiled so that most of the answers to technical administrative questions are immediately available. We trust this handbook will be helpful to all principals but especially to those who are starting kindergartens.

LAWS

The following sections of the Pennsylvania School Code relate specifically to kindergarten:

Section 503. Kindergartens - The board of school directors in any school district may establish and maintain kindergartens for children between the ages of four and six years. When established, the kindergartens shall be an integral part of the elementary school system of the district, and be kept open for not less than two and one-half hours each day for the full term as provided in Section 1501.

The number of kindergartens in any one district shall be fixed by the board of school directors, and shall be open during the school year.

If the average attendance in any one kindergarten in any district is ten or less for the school year, the school directors shall, at the close of the school year, discontinue the same.

113-212 Delayed Opening - School Term Less Than 180 Days

It is the policy of the Department of Public Instruction that when a kindergarten cannot open at the beginning of the school term due to a construction program, the school district shall, upon application, be reimbursed for that portion of the school year that the kindergarten is in operation. Written approval for operation of such a kindergarten class for less than a term of 180 days shall be obtained from the Commissioner for Basic Education.

113-220 Temporary Part Time Kindergartens

If it is necessary to place pupils on a part time basis in order to get a new kindergarten program underway, or expand an existing program to include all eligible children, the Department policy will be to accept any plan that gradually enlarges the program within a three year period. By the end of three years the district shall have provided for every eligible pupil on a full time basis.

113-240 Compulsory Attendance

Since kindergartens may be established only for children between the ages of four and six years, and since a parent need not send his child to school until the age of eight, attendance cannot be compelled. A kindergarten child is not included in the definition of the term "beginner" in Section 1304 of the Public School Code.

113-241 Admission to Kindergarten

In order to avoid difficulty in school districts offering one year of kindergarten work only, it is suggested that children should be admitted to such kindergarten not more than one year younger than they will be at the corresponding period of admission to the lowest primary grade or lowest primary class above kindergarten level. Only these pupils four years of age or over, as of the date the school term begins, qualify for inclusion in approved kindergarten programs reimbursable by the commonwealth for instruction.

113-250 Assignment to Kindergarten

A child coming to school for the first enrollment may be placed in the kindergarten rather than first grade, if he is between the ages of four and six years. A child, six years of age, coming to school for the first time would have to be placed in the first grade.

CERTIFICATION OF TEACHERS FOR PUBLIC KINDERGARTEN

Certification regulations for elementary teachers pertain to kindergarten teachers as well, since upon establishment, kindergartens become part of the elementary school system.

Colleges in Pennsylvania are now making provision for major portions of undergraduate studies to be done in early childhood education leading to nursery and kindergarten teaching certificates.

In light of the available course opportunities for pre-service and in-service teachers, districts may now become more selective in personnel for early childhood programs.

Colleges which currently have special early childhood education courses available are:

Geneva	Penn State	Point Park
Muhlenberg	Juniata	Drexel
Temple	Pittsburgh	Marywood

and the colleges within the Pennsylvania State College system.

Facilities,

Equipment,

Materials

FACILITIES

The following specific provisions for kindergarten facilities are in accordance with the School Plant Guide For Planning School Plants of Pennsylvania:

- Kindergarten rooms shall be equipped with water closet and wash facilities separate from those used by the grades, preferably accessible directly from the classroom.
- Drinking fountains shall be installed in kindergarten rooms; they may be attached to the classroom sink or lavatory.
- The minimum area reimbursable by the state for construction of a kindergarten room is 900 square feet.

All other provisions pertaining to general construction of classrooms pertain to kindergarten construction in accordance with the School Plant Guide For Planning School Plants of Pennsylvania.

The Division of Architectural Services has provided the following guidelines for room renovation and/or construction.

1. SUBSIDY PROJECTS - PIBB40B must have been approved on estimates prior to the submission of any plans for review. A letter of approval signed by a commissioner or assistant commissioner giving the authorized financing, interest rate and rental must be in the hands of the district before any plans can be submitted for approval. A room schedule does not constitute project approval.

2. LOCAL FUNDS - A 731 application must be filed for any project in excess of $15000 or $2000 ($1000 if contract includes mechanical work). If any structural change is involved, excavating, changing doors, windows, partitions etc., or if the project comes under the jurisdiction of any other Department the project shall be cleared by the Bureau of School Construction, Division of Architectural Services REGARDLESS OF THE VALUE of the project.

A written request for permission to rent a facility must be made to the State Board of Education.

Upon the receipt of permission by the local district, application for approval of the facility is made to the Department of Labor and Industry. Labor and Industry will inspect the facility in accordance with Fire and Panic Act 229.

Estimated costs for construction and/or rental of rooms suitable for kindergarten are as follows:

$30,000 - average construction cost per kindergarten room.

$750 - $1,500 - Range of rental costs per room. The average rent per year per kindergarten room is $1,200.

Temporary space can be found in most communities by utilizing the following:

- Churches
- Fraternal organization buildings
- Social clubs
- Fire halls
- Community Buildings and halls

School districts have also purchased or leased house trailers outfitted as classrooms. The portable classroom is especially adaptable to the kindergarten need for flexibility since it can be placed adjacent to play areas, and has a large area inside with no permanent desks and fixtures.

APPROXIMATE COSTS FOR EQUIPMENT AND PERSONNEL PER ROOM

All indoor equipment and toys
Tables, chairs, files etc.
$3,500

Outdoor play equipment
per kindergarten area
$850

Annual replacement costs
of equipment and materials
$400

Annual average salary
of instructional staff
In step with rest of professional staff

In the reimbursement section of the School Code a kindergarten child attending half-day is computed as a .5 weighted average daily membership.

The cost of equipment, instructional materials and salaries for the operation of a kindergarten are included as part of the average instructional expense of the school district. Such costs are reimbursable from State funds according to the formula for reimbursing for instructional expense. This formula takes into consideration the reimbursement factor and the actual instructional expense of the school district and its weighted average daily membership.

EQUIPPING A KINDERGARTEN

The cost of equipping a kindergarten may range from $1,600 to $3,500 depending on the durability of the articles selected. It is generally more economical to purchase sturdy equipment because of the hard usage it receives in kindergarten.

The following is a suggested list of equipment for kindergarten:

Basic Equipment:

1. Tables for children - one table for every four or six children (One table should be lower than the rest to accomodate very small children.)
2. One chair (scaled to size, most 10" high seats, several 8" and 12" high seats) for each child.
3. Refrigerator (unless room has access to a cafeteria).
4. Teacher's desk and chair.
5. Piano (on a dolly, if possible) and stool or chair.
6. Record player, records, projector, rhythm instruments.

7. Workbench and tools (hammer, saw, pliers, screw driver, nails, soft wood).
8. Metal cans for used milk cartons (unless glass containers are used).
9. Two wastebaskets (large).
10. Flag.
11. Easel (two or more).
12. Large blocks (wood or heavy cardboard).
13. Doll corner equipment - stove, sink, cupboard, table, four chairs.
14. Cabinets or shelves for toys and other equipment.
15. One large table for painting or display use.
16. Corkboard display space.
17. Bookcase or book display rack.
18. Equipment for resting.
19. Broom, bucket, dust pan, sponges, cleanser, soap, extra paper toweling.
20. Hot plate.
21. Sandbox, if desired.
22. Paper cutter.
23. Flannel board.

Large Toys:

1. Rocking boat.
2. See saw (indoor).
3. Wagon.
4. Tricycle.
5. Climbing gym.

Suggested Small Toys:

1. Unbreakable dolls.
2. Doll carriage, doll crib and covers.
3. Ironing board.
4. Toy telephones (2).
5. Cooking utensils.
6. Table service.
7. Cleaning equipment - broom, mop, dust pan.
8. Wood trucks, buses, airplanes, fire engines, boats, trains, etc.
9. Tinkertoys.
10. Lincoln logs.
11. Constructo toys.

12. Puzzles.
13. Balls of various sizes - 5", 8", 10".
14. Jump rope.
15. Rubber or plastic animals.
16. Garden tools.
17. Toys with mechanized parts, - screws, bolts, nuts.
18. Peg boards.
19. Hand puppets.
20. Beads and string.
21. Dress up clothes.

Science Equipment:

1. Aquarium.
2. Terrarium (glass tank).
3. Cages for animals.
4. Glass jars for specimens.
5. Magnifying glass.
6. Prisms.
7. Magnets.
8. Seeds and bulbs.
9. Plastic margarine tubs and refrigerator dishes.
10. Pulleys.

Music and Rhythms Equipment:

1. Collection of children's recordings (25-30).
2. Tom-Toms.
3. Triangle.
4. Maracas or gourds.
5. Tambourine.
6. Cymbals.
7. Rhythm sticks.
8. Bells.
9. Tone blocks or xylophone.
10. Autoharp.

Outdoor Equipment:

1. Climbing structure not more than 7 feet high.
2. Climbing and chinning ladder, 48 inches to 60 inches high.
3. Ladders.
4. Sawhorses.
5. Walking boards.

Accessory Materials:

1. Ropes (short and assorted thicknesses).
2. Pails.

- For sand box or digging hole:

Sieves	Cars	Wooden spoons
Colanders	Trucks	Cake tins
Molds	Airplanes	Pans
Pots	Boats	Flour sifters
Cans	Funnels	

Art Equipment:

1. Large crayons, preferably wax, two boxes per child per year.
2. Tempera paint (moist).
3. Finger paint.
4. Paste (Stixit or equivalent).
5. Glue.
6. Clay (moist).

7. One scissors per child (heavy forged steel, 5", clip point).
8. Three pairs left-handed scissors.
9. Six sharp-point scissors.
10. Sponges for cleaning.
11. Clips to attach paper to easels.
12. Water colors, pans.
13. Water color brushes, No. 6.
14. Brushes - 2 dozen 1", 1 dozen ½".
15. Containers for paints.
16. Paper:

- Bogus paper, 18" x 24".
- Newsprint, 12" x 18", 18" x 24".
- Plain manila, 9" x 12", 12" x 18".
- Colored construction paper, 9" x 12", 12" x 18".
- Oaktag, plain and colored.
- Mural paper.
- Gloss paper for finger painting.
- Large colored construction paper, 24" x 30".
- Poster board, 22" x 28".

Optional:

1. White, pink crayons.
2. Sponges for sponge painting.
3. String.
4. Yarn.
5. Plaster of Paris.
6. Paper bags - white, brown.
7. Paper plates, 6", 8".
8. Individual paste jars.
9. Paste brushes.
10. Corks.
11. Tissue paper, white and colored.
12. Crepe paper.
13. Spray paint, silver and gold.
14. Snow spray.
15. Wallpaper.
16. Sandpaper.
17. Pipe cleaners.
18. Tongue depressors.
19. Cotton batting.
21. Gold, silver, red, green, blue glitter paper.
22. Several boxes of brilliant colored crayons (24 crayons per box).

Free or Inexpensive Materials:

1. Boxes (apples, cheese, cigar, cardboard).
2. Cardboard mailing tubes.
3. Smooth-edged cans.
4. Baskets.
5. Short lengths of garden hose, rope and string.
6. Auto tires (outside play area).
7. Steering wheel, mounted.
8. Boat, sturdy.
9. Saddle, sturdy and mounted.
10. Hats (fireman, sailor, farmer, etc.).
11. Maps and magazines.
12. Colored postcards.
13. Scraps of cloth with different textures such as velvet, silk, wool, homespun, fur.
14. Odds and ends of materials such as tinfoil, cellophane, bottle caps, pebbles, shells, buttons, straw, etc.
15. Dress-up clothes, pocketbooks, scarves, men's and women's hats, veils, aprons, dresses, ties.
16. Empty baby powder cans, plastic containers, cereal boxes, fruit and vegetable cans, all with labels on.

Teacher's Materials:

1. One pair 10" shears.
2. Stapler and staples.
3. Paper punch.
4. Masking tape.
5. Scotch tape.
6. Straight pins, safety pins.
7. Yardstick.
8. Foot rule.
9. Two boxes cleansing tissue per month.
10. Magic markers.
11. Paper clips.
12. Paper fasteners.
13. Pencils.
14. Rubber erasers.
15. Chalk and eraser for blackboard (if the kindergarten has one).
16. Desk waste basket.

Outdoor Facilities:

The primary need of almost every kindergarten child is space. In planning outdoor activities for the kindergarten, sufficient area and equipment must be provided for running, riding, pedaling, pushing, jumping, skipping, hopping, climbing and all the expressions of energy found in a kindergarten.

While square footage for outdoor play may be available at a minimum of cost, individual pieces of playground equipment may cost in excess of the amount budgeted for the entire outdoor play area. Challenging, imaginative and action-centered play equipment can be self-constructed at a substantial savings.

1. Large pre-cast, unused sewer pipes securely placed on their sides can act as tunnels or walkways and can be covered with bulldozed dirt to create an overpass - underpass area where climbing, jumping, running and crawling can occur. A long smooth board can be placed flush with the embankment and used as a slide. This eliminates topling from the ladder of a traditional sliding board.

2. Old telephone or electric poles can be cut to varying lengths and placed in the ground, fence-post style, side-by-side and graduated in height so that children can climb, step or jump from one level to the next.

3. Rubber tires can be scrubbed, painted and suspended from an over-hang to be used as swings.

4. Free-flowing concrete forms can be poured in upright positions to take the place of jungle gyms.

5. Hanging or chinning bars can be made from 1" to 2" hollow pipe held up by sections of old telephone poles or other heavy lumber.

Much of the equipment can be procurred through or made in high school industrial art shops. Construction of such equipment might even be a project for a high school club or civic group.

Additional equipment might be donated by other interested people. Someone may provide a boat, sanded and repainted to avoid splinters, as a welcome addition to the play yard. The local fire company may donate an obsolete pumper rather than have it rust in a junk-yard. Some areas have been fortunate enough to receive an old caboose or fighter plane. All donated equipment will have to be made safe by rounding sharp edges and removing doors and glass, and securing knobs or movable objects.

As an end result, the school will have a sturdy, creative, useful area for many age groups to use.

(See Pennsylvania Kindergarten Guide for additional suggestions concerning inexpensive play grounds.)

School Services, Scheduling

AIDES AND PARAPROFESSIONALS

Recognizing the challenge of meeting individual needs, many schools employ a paraprofessional or aide to serve as a "second pair of hands" for the kindergarten teacher. The aide may work with the entire class, with a small group within the class, or with an individual child.

Through both new and routine experiences the aide can further the teaching - learning situation in the room by assisting in all phases of the program and by contributing ideas and courses of action to better implement that program.

Although the direction of the kindergarten program is the teacher's responsibility, both teacher and aide must work cooperatively and have mutual respect for the role each plays in guiding learning.

In addition to helping the teacher in the classroom, on the playground, with the children and in the general activities of the kindergarten, the aide should be:

- alert to the safety of the children.
- aware of kindergarten as a happy place.
- instrumental in helping children learn something positive.
- cognizant of long range objectives and plans of special needs.
- convinced that kindergarten is a place for success, not failure.
- accepting of each child's uniqueness as an asset, not a liability.
- conscious of the fact that she is the teacher's right hand.
- supportive of the total kindergarten program.

Administrators can help provide better education for kindergartners by urging school board members to approve the use of part-time or full-time aides in <u>every</u> classroom!

RELATED SCHOOL SERVICES

The related school services available to the kindergarten program should help the teacher understand the varied background of experiences each child brings with him and provide guidance in selecting appropriate materials and experiences to meet each child's particular need.

The service personnel provided for the elementary school, i.e.: music, art and physical education teachers, should be available for consultation with the kindergarten teacher.

Related School Services:

Hygienist
Nurse
Counselor
Psychologist
Speech Therapist

The dental hygienist becomes involved in the kindergarten program by:

1. Discussing with children good dental habits.
2. Talking about nutritious foods.
3. Examining teeth.
4. Creating a positive attitude towards dentists and hygienists.

The nurse is a service to the kindergarten when she:

1. Checks vision and hearing.
2. Gives first aid and comfort.
3. Prepares children for innoculation programs.
4. Discusses eating and sleeping habits which are best for growth.
5. Creates a positive attitude towards medical help.

The guidance counselor assists the teacher and children by:

1. Observation of group and individuals.
2. Individual counseling or testing.
3. Group counseling or discussion.

4. Handling referrals for individual psychological evaluations.
5. Relaying psychological findings and recommendations to teacher and parents.
6. Being available for parent-teacher conferences.

The psychologist serves the kindergarten teacher by:

1. Being a resource for behavioral-type questions.
2. Evaluating individual children's behavior and potential.
3. Discussing findings with teacher and parents.

The speech therapist gives assistance in the kindergarten through:

1. Speech correction by individual and group therapy.
2. Building an awareness within the teacher of good speech practices.
3. Conferring with parents regarding therapy at home.

SCHEDULING FOR THE KINDERGARTEN

Adhering to an inflexible time schedule in kindergarten can very easily put severe limitations on the natural spontaneity and inquisitiveness of children. We must recognize, however, that the framework which schedules provide does give children an expectancy for what is to come and order to the overall room program. Any scheduling, it must be emphasized, should always be subject to change at the discretion of the teacher and the needs of the children.

Large blocks of time will give flexibility to the program, so that the day is made up of sequences which flow smoothly one into another. There is a logic to these sequences when one recognizes that snack time should not occur just prior to dismissal and that free activity is a natural beginning to the day.

Recognizing this, the following schedules are offered, not to regiment, but rather to make provision for different learning experiences.

Schedule I

9:00 - 9:30 - Free activity, Opening
(Conversation, sharing, singing, planning)

9:30 - 10:30 - Work period
(Free choice, construction, arts, crafts)

10:30 - 11:00 - Health period
(Indoor-outdoor play, lavatory, snack, rest)

11:00 - 11:30 - Group experiences
(Music, stories, natural and social sciences)

11:30 - 11:50 - Free play

11:50 - 12:00 - Evaluation, conversation, tomorrow's plans, dismissal

Schedule II

(Time allotments based on 150 minute session)

Unstructured Activities	- 20%	- 30 mins.
Group Meetings	- 15%	- 22 mins.
Work Time	- 20%	- 30 mins.
Bathroom Needs	- 9%	- 13 mins
Snacktime, Rest	- 13%	- 20 mins.
Music, Rhythms	- 10%	- 15 mins.
Language Arts	- 13%	- 20 mins.

Schedule III

9:00 - 9:15 - Free activity

9:15 - 9:35 - Opening
(Conversation, singing, sharing, planning)

9:35 - 10:00 - Work period
(Free choice, construction, arts, crafts)

10:00 - 10:20 - Outdoor play

10:20 - 10:40 - Lavatory and snack

10:40 - 11:00 - Rest or quiet activity

11:00 - 11:30 - Group activities
(Music, stories, natural and social sciences, dances, rhythms)

11:30 - Dismissal

Registration,

Evaluation,

Attitudes,

Bibliography

REGISTRATION PROCEDURES

Kindergarten registration day is usually the first contact with school for the child and parent. The school uses this day as an information gathering procedure.

The school should prepare for the day by:

- Adequately announcing the registration on radio, in newspapers and through flyers handed to older brothers and sisters already in school, making sure parents are informed of the need for the birth certificate and vaccination certificate of the child being registered.
- Having sufficient space and personnel for the registration procedure.
- Releasing the kindergarten teachers so they may become acquainted with parents and children.
- Including school nurse in list of those present in order to answer medical questions (especially those related to vaccination.)
- Having kindergarten rooms open for visitation.

The registration form may ask for any information you feel is pertinent but should definitely include the following:

Full name of child
Sex
Date of registration

From the Birth Certificate:

Date of birth
Place of birth
Birth certificate number
Name of father
Name of mother

From the Vaccination Certificate:

Vaccination date (confirmed cicatrix)
Doctor's name

Name of present male guardian and relation
Name of present female guardian and relation
Home address
Telephone number
Male guardian's occupation and business phone
Female guardian's occupation and business phone
Names and ages of siblings of registrant
Date expected to start kindergarten
Mode of transportation, car pool names
Session preferance (particular reason)
Signature of person giving information

EVALUATION

The administrator of the elementary curriculum is responsible for the evaluation of his program. Part of that evaluation may be the use of tests to:

1. Indicate individual child growth and development.
2. Judge the extent and quality of instruction in the school.

It is important to notice that any use of tests is judicious only if added to teacher evaluations. Such combined judgment is prevalent at the intermediate level. In the kindergarten-primary grades, unfortunately, test results are used frequently as the sole indicator of growth and change. Since current research casts serious doubt on the validity and reliability of group test results of kindergarten and primary children, it is suggested that administrators temper test results with teacher judgment in evaluating the progress of young children.

In light of the responsibility and concern every administrator has for the continuing improvement of curriculum and pupil growth, it may be advantageous for the administrator and the teachers from each level to jointly review the current testing program, what the tests are designed to do, and how the teachers should be using the results. It may be wise, also, to evaluate whether the tests are making decisions the professional staff should be making.

The teachers decision concerning readiness for the next level will be based on what they have observed during the school year. Their tendency often is to look for the robot-like children who remember to raise their hands, always following rules and regulations. The following is a better way of judging readiness.

Children who are truly ready for the next level:

1. Have eyes that sparkle with enthusiasm for learning.
2. Are curious about and alert to their environment. (This curiosity is manifested by intelligent questioning.)
3. Are creative. (Beware of judging children's artistic expression according to adult standards.

4. Enjoy rhythms and music; sometimes create their own songs.
5. Appreciate and enjoy literature.
6. Are filled with self-confidence.
7. Seek out friends and have some skill in being with others.
8. Have some understanding of taking turns and sharing privileges.
9. Are happy and laugh easily.
10. Are willing to share things.
11. Are willing to try new things.
12. Think of a teacher as a friend and guide.
13. Can cope with new situations.
14. Recognize the need for rules and are <u>working</u> on developing self-discipline.
15. Can work in a group situation.
16. Know how to make reasonable use of their time.
17. Assume their share of responsibility.
18. Have become fairly mature and independent.
19. Have developed acceptable work habits.

ADMINISTRATORS' ATTITUDES

The kindergarten program will be good, not only because there is adequate equipment, plentiful materials, approachable children or an enthusiastic teacher, but also because of the atmosphere the attitude of the administrator creates regarding kindergarten.

The kindergarten in your school will be outstanding if you, as the administrator:

- Include the kindergarten in the total school program of organization.
- View the kindergarten as the first step in a continuum of learning.
- Believe the kindergarten teacher is just as important as any other member of the faculty.
- Include the kindergarten children in school functions whenever feasible.
- Visit the kindergarten to understand and evaluate its program.
- Permit the teacher to pick classroom materials.
- Consult with the teacher on matters involving kindergarten.
- Help develop good home-school relationships.

BIBLIOGRAPHY

The following bibliography has been compiled to give school administrators a partial list of current early childhood resource books. The selection is by no means inclusive but can serve as a nucleus for an early childhood section in the professional library. Some of these books may be obtained through school library funds.

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